

Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.

2 Ci
502 350
Cooperative Extension Work in Agriculture and Home Economics
Extension Service Circular 347

LIBRARY OF THE
UNIVERSITY OF EXPERIMENT STATIONS

February 1941

MAR 27 1941

EXPERIMENT STATION FILE

VOLUNTEER LEADERS ARE ESSENTIAL TO THE 4-H PROGRAM

A Study of Local Leadership in 4-H Club Work
In Kansas, Minnesota, Missouri, and Wisconsin

By

Barnard Joy, Senior Agriculturist, Division of Field Studies and
Training

M. H. Coe, State Club Leader, Kansas State College

T. A. Erickson, State Club Leader, University of Minnesota
(Retired June 30, 1940)

T. T. Martin, State Club Leader, University of Missouri

Grace Rowntree, Assistant State Club Leader, University of Wisconsin

R. A. Turner, Senior Agriculturist, Division of Field Coordination

HIGHLIGHTS OF THE STUDY

1. Jobs most difficult for leaders.
 - a. Developing community and parental cooperation.
 - b. Helping members complete project records.
 - c. Training members in judging.
 - d. Training members in demonstration work.
2. The most successful leaders.
 - a. Plan their work ahead.
 - b. Devote considerable time to 4-H.
 - c. Attend leader-training meetings.
 - d. Have been leaders for at least 2 years.
3. 4-H Clubs that have both adult and junior leaders tend to be more successful than those led by adults only.
4. Being of service to boys and girls is the greatest satisfaction that adults derive from 4-H leadership.



CONTENTS

	<i>Page</i>
The study has a purpose	5
Method and scope of the study.....	5
The 4-H program in the 4 States.....	6
Clubs are strengthened by junior leaders.....	7
Leaders are typical rural people.....	8
4-H leaders are active in their communities.....	9
Three years is average experience of 4-H leaders.....	9
Leaders assume many responsibilities.....	9
Some jobs are more difficult than others.....	11
Can leaders' difficulties be decreased?.....	12
Effective leadership takes time.....	13
Several methods are used in training leaders.....	16
Leaders place high value on seven types of assistance.....	18
Successful leaders attend training meetings.....	18
Leaders solve 4-H problems correctly.....	20
Experienced leaders are most successful.....	21
Some qualifications are essential.....	21
"Dynamic" qualities tend to determine success.....	22
4-H leadership brings many satisfactions.....	23
Summary and conclusions.....	25

ACKNOWLEDGMENT

To the 1,056 local 4-H Club leaders, the authors extend sincere appreciation for their cooperation. Most of them devoted an evening and traveled a considerable distance to attend one of the 25 leaders meetings where most of the records were obtained.

Indispensable was the cooperation of the extension agents in the 25 counties^{1/} where the study was conducted. They arranged for and assisted at the leaders meetings and facilitated the visits to those leaders who were unable to attend meetings. They furnished essential information in regard to the clubs and leaders studied.

The authors are indebted to T. L. Bewick, E. T. Itschner, A. J. Kittleson, H. A. Pflughceft, and the other members of the State 4-H Club staffs in Kansas, Minnesota, Missouri, and Wisconsin who made helpful suggestions in planning the study and assisted in the analysis of the data. The members of the State 4-H staffs assisted with the field work, attending the leaders' meetings and personally interviewing leaders who were unable to attend.

Special assistance in tabulation was given by C. R. Jaccard, in Kansas, Kenneth Ingwalson in Minnesota, college students paid from N.Y.A. funds in Wisconsin, and the extension office personnel of Kansas, Minnesota, Missouri, and the Division of Field Studies and Training.

^{1/} Kansas: Butler, Clay, Coffey, Fawnee, Reno, and Thomas.
Minnesota: Benton, Clay, Martin, St. Louis, Stevens, Washington, and Winona.
Missouri: Audrain, Butler, Cass, Laclede, Livingston, and Worth.
Wisconsin: Adams, Lafayette, Lincoln, Marinette, Ozaukee, and Waukesha.

A STUDY OF LOCAL LEADERSHIP IN 4-H CLUB WORK
In Kansas, Minnesota, Missouri, and Wisconsin

THE STUDY HAS A PURPOSE

This study was made to enable the Extension Service to increase the effectiveness of volunteer local leadership in the 4-H program. The educational development of boys and girls would be enriched by improvement in the organization and supervision of the 4-H Clubs in which they are enrolled. Volunteer leaders are better satisfied and more willing to continue the service they render if their efforts are fruitful. County extension agents trying to reach large numbers of youth in their limited time can best use the help of volunteer leaders by understanding clearly their functions in relation to: (a) Determination of duties; (b) selection of leaders; (c) training of leaders; and (d) maintaining the morale of leaders.

In the four States studied, there were in 1938 the equivalent of 636 full-time extension agents in the 377 counties, an average of 1.7 per county. The average number of 4-H Clubs per county was 20, with 330 members enrolled. The average number of volunteer local leaders assisting with the program was 52 per county. The amount of time devoted to 4-H work by the leaders included in the study averaged 134 hours each, the equivalent of 700 10-hour days annually per county. The typical county extension agent in those States devotes approximately 25 percent of his time to 4-H work. The total of approximately 125 days annually of agent's time devoted to 4-H work per county is less than one-fifth the 700 days given by volunteer leaders.

METHOD AND SCOPE OF THE STUDY

Representatives of the four States and the Federal Extension Service cooperatively developed the questionnaire forms and procedure that were used. Data were obtained from leaders in 25 counties - 7 in Minnesota and 6 in each of the other 3 States. Most of the questionnaires were filled out at leaders' meetings, but those leaders who did not attend the meetings were visited and personally interviewed. The records obtained covered the 1938 4-H Club year, and the field work was done in February and March 1939. After tabulation, the data were reviewed in each State and analyzed for their significance by the authors who met for that purpose at Woodruff, Wis., in July 1940.

The 1,056 leaders who furnished data constituted 5.4 percent of all the local leaders of 4-H Club work who served during 1938 in the four States. They were the leaders of 412 4-H Clubs. These 412

DISTRIBUTION: A copy of this circular has been sent to each extension director; State leader and assistant State leader in county agricultural, home demonstration, and 4-H Club work; extension editor; agricultural-college library; and experiment-station library.

clubs had an average enrollment of 18 members of whom 84 percent completed their project work and 63 percent reenrolled in 1939. Similar data from 1938 annual reports on all the 7,648 4-H Clubs in the four States are: an average enrollment of 16 members, of whom 80 percent completed their project work and 62 percent reenrolled in 1939. Table 1 gives the division of the sample among the four States and among four groups of leaders.

Table 1.--Sample of local leaders in Kansas, Minnesota, Missouri, and Wisconsin included in the study

State or group	Total leaders 1938 annual report (19,562)	Leaders studied (1,056)	Percentage studied (5.37)
Kansas.....	3,871	229	5.92
Minnesota.....	7,042	412	5.85
Missouri.....	4,708	167	3.55
Wisconsin.....	4,041	248	6.14
-----	-----	-----	-----
Men.....	4,547	214	4.71
Women.....	8,527	476	5.52
Older boys.....	2,541	141	5.55
Older girls.....	3,947	225	5.70

THE 4-H PROGRAM IN THE 4 STATES

4-H Club work is part of the Cooperative Agricultural Extension Service. In each of the four States, it is under the supervision of a State club leader who is responsible to the extension director. In a few counties the work is carried on by a county club agent, in others by the agricultural agent and home demonstration agent who also do adult extension work, and in some by an agricultural agent only. The paid personnel is assisted by both men and women serving as local leaders.

In Kansas, Minnesota, and Wisconsin, the usual plan is for both boys and girls to be members of a "community" club. The clubs usually meet once a month in the evening. The typical club has 21 members and the leadership of a man, a woman, and 1 or 2 older boys and girls. In these three States, 4-H Clubs are relatively permanent organizations, half of the clubs studied having been organized 6 years or longer. Seven-eighths include in their membership 1 or more young people 16 to 20 years of age, and three-fifths have members who are out of school.

In Missouri^{2/}, all the members of a club are enrolled for the same project such as sheep, corn, clothing, or foods. A variety of plans are followed for club meetings. Half of the clubs meet only during the summer months. One-fifth meet in the evenings during the school year; and smaller numbers meet during school hours, after school, or on Saturdays. The number of club meetings held averages 11.3 but varies widely. The typical club has 10 members and 1 or 2 local leaders. More than 70 percent of the leaders are women and older girls. Almost two-thirds of the clubs studied were first-year clubs, only 2 of the 122 clubs having been organized for 6 years or longer. Half of the clubs include in their membership 1 or more young people 16 to 20 years of age, and a fourth have members who are out of school.

CLUBS ARE STRENGTHENED BY JUNIOR LEADERS

The 189 clubs with 1 or 2 adult leaders are compared with 124 clubs that have in addition to 1 or 2 adult leaders 1 or more junior leaders. The average number of members is 12.8 and 20.5 respectively, an increase of 7.7 in clubs having junior leadership. Percentages of completions are 80.5 and 85.3 respectively, an increase of 4.8 percent. Percentages of reenrollment are 58.7 and 66.1, an increase of 7.4.

Table 2 divides all 412 clubs into 7 groups based upon various combinations of junior and adult leadership. Although the sample of 13 clubs is small, junior leadership alone is lowest in effectiveness as measured by percentages of completion and reenrollment. The addition of at least 2 or 3 junior leaders to 1 or 2 adult leaders results in increased percentages of completions and reenrollment. Except for increased size of club, the advantages of more than 2 adult leaders are not great.

Table 2.--Relative effectiveness of various combinations of adult and junior leadership*

Combinations of junior and adult leadership		Number of 4-H Clubs	Enrollment		Percentage completion	Percentage reenrollment
Adult leaders	Junior leaders		Total	Average per club		
None	1 to 3	13	171	13.2	78.9	52.6
1 or 2	None	189	2,410	12.8	80.5	58.7
1 or 2	1	62	1,029	16.6	80.4	62.6
1 or 2	2 or 3	44	962	21.9	87.6	67.5
1 or 2	4 or more	18	555	30.8	90.6	70.4
3 or more	None or 1	46	989	21.5	79.5	54.3
3 or more	2 or more	40	1,265	31.6	90.5	71.7
Total		412	7,381	17.9	83.7	62.8

* Data prepared by H. A. Fflughoeft.

^{2/} Since 1958 the "community" type of club organization has been substituted for the "project" type in many counties in Missouri.

LEADERS ARE TYPICAL RURAL PEOPLE

The 366 junior leaders are young people 15 to 20 years of age who have been 4-H Club members. The average number of years of 4-H membership of the junior leaders is almost 6. Three-fifths of them are students, and most of the rest are out of school, living at home where they are helping with the farm and home work. Only 1 in 10 has not attended high school; and 1 in 10 has had some college training. The remaining four-fifths have had from 1 to 4 years of high-school training.

Farming is the occupation of three-fourths of the 214 adult men leaders. Four-fifths of the 476 adult women leaders are homemakers. One-eighth of the adult leaders are school teachers (table 3).

Table 3.--Occupations of local leaders

Occupation	Percentage of adult leaders		Percentage of junior leaders		Percentage of all leaders
	Men	Women	Male	Female	
Farmer.....	76.6	-	12.8	0.4	17.3
Farm homemaker....	-	68.3	-	2.7	31.3
Nonfarm homemaker.	-	10.3	-	0.9	4.8
Teacher.....	8.4	14.5	0.7	5.8	9.6
Student.....	0.5	0.4	54.6	64.4	21.3
Other.....	13.6	5.9	31.9	24.9	15.0

Adult men leaders tend to fall in two age groups: Young men, 20 to 30 years of age, living at home or getting started in farming; and middle-aged men, 35 to 54 years of age, who are parents of 4-H members. More than half of the adult women leaders are between 30 and 44 years of age, and more than half are parents of 4-H Club members.

More than three-fourths of the adult leaders are married, and two-thirds are parents with an average of 3.2 children. Of these children, three-fifths are of 4-H age, 10 to 21, of whom only one-seventh are not 4-H Club members.

Although slightly more than a fourth of the adult leaders have had only elementary-school training, more than one-half are high-school graduates and almost a third have had some college training. In addition to the one-eighth whose occupation is teaching, almost a fourth have had teaching experience. More than a fourth have themselves been 4-H members for an average of 4.5 years. More than a third have had agricultural or home-economics courses in high school or college.

In general, the economic status of local leaders is slightly above the average of the farm families in the States studied. Evidence of this fact is that a slightly higher than average percentage are farm owners and have such conveniences as radio, telephone, daily newspaper, and automobile.

4-H LEADERS ARE ACTIVE IN THEIR COMMUNITIES

4-H leaders are active in other community organizations, particularly the church. The percentage reporting church membership is 85, Sunday-school membership 48, and membership in other church organizations 41. Almost half of the adult women leaders are members of an extension home demonstration club, and almost half of the adult men are members of the Farm Bureau. Other organizations of which more than 10 percent of the adult leaders are members are: Parent-teachers associations, 22 percent; fraternal organizations, 19 percent; cooperative associations, 19 percent; women's clubs, 19 percent; and community or civic organizations, 16 percent.

Over half the adult 4-H leaders were officers or leaders in some other organization at the time they became 4-H leaders. There is a slight tendency for the percentage who hold such positions of leadership to increase after assuming the responsibilities of 4-H leadership. Typical examples are: 25 percent of adult women were leaders or officers in home demonstration clubs when chosen as 4-H leaders, and 29 percent were leaders or officers at the time the study was made. Ten percent of the adult men leaders held public office when chosen and 17 percent when the study was made. Seventeen percent of all the leaders were leaders in Sunday schools when chosen, and at the time of the study 23 percent were leaders in Sunday schools.

THREE YEARS IS AVERAGE EXPERIENCE OF 4-H LEADERS

More than a third of the adult leaders and more than a half of the junior leaders served in that capacity for the first time in 1938. Only 16 percent of the juniors and 45 percent of the adults had served for 3 years or longer. The average length of service of junior leaders is 1.8 years and of adults, 3.2 years.

The average length of service of adult leaders by States ranges from 2.0 years in Missouri to 4.1 years in Wisconsin. The average for Kansas is 3.0 and for Minnesota 3.3 years.

LEADERS ASSUME MANY RESPONSIBILITIES

Of the 31 jobs listed in the questionnaire used, only 8 were performed by less than half of the leaders studied. Sixteen jobs were performed by at least 65 percent of the leaders.

As 320 of the 412 clubs studied have more than one leader, some division of responsibility would be expected. Of the 1,056 leaders studied, 522 were the leaders or co-leaders in general charge of the activities of the club. The other 534 were assistant leaders or leaders supervising the project work of members enrolled for a specific project. Of the 690 adult leaders, 495 were leaders or co-leaders and 195 were

assistant or project leaders. Of the 366 junior leaders, 27 were leaders or co-leaders and 339 were assistant or project leaders.^{3/}

The jobs performed by almost all (more than two-thirds, both juniors and adults) the leaders were:

Enrolling members.

Planning regular meetings of the club.

Planning for other events and activities.

Arranging details, attending, and guiding club meetings.

Arranging details, attending, and guiding local parties, picnics, and other social events.

Arranging details, attending and/or guiding county-wide events (achievement days, fairs, camps, etc.).

Helping members complete their project records.

Attending leader-training meetings.

Several other jobs were performed by more than two-thirds of the adult leaders but by a smaller percentage of the junior leaders. They are:

Explaining the aims and objectives of 4-H work.

Deciding upon the interests and needs of the boys and girls.

Developing community and parental cooperation.

Organizing or reorganizing the club.

Helping members to select their projects.

Distributing responsibilities among and obtaining the help of members, officers, other leaders, parents, etc.

Visiting members' homes.

Arranging transportation for members to meetings, special events, county-wide activities, etc.

3/ In this report the terminology "leaders and co-leaders" is used to designate the 522 who were in charge of the 412 clubs. "Adult leaders" refers to the 690 who were 21 years of age or older in 1938. "Junior leaders" refers to the 366 who were 15 to 20 years of age.

Figure 1 gives the percentages of the adult leaders performing each of the 31 jobs, and figure 2 gives similar data for junior leaders.

SOME JOBS ARE MORE DIFFICULT THAN OTHERS

Leaders indicated whether the difficulty of performing each job had been "little or none," "some," or "much." Considering all leaders, the most difficult job was "Helping members complete their project records." Eighty-two percent reported giving members this help. One-fourth of those who helped members complete their project records reported "much" difficulty and 44 percent reported "some" difficulty.

The number of leaders who reported "Developing community and parental cooperation" was somewhat fewer, particularly among junior leaders. However, a slightly higher percentage of those performing this job reported it as of "much" difficulty (28 percent) than of those who helped members complete their project records. For the adult men leaders this job was more difficult than any other.

For the adult women leaders, "Training members for demonstration work" was a very close third in difficulty. This training had been given by 71 percent of the women, and almost a fourth of these reported "much" difficulty. Less than 40 percent of the men and of the juniors had given training in demonstration work. Of those who had performed this job, the percentages reporting "some" and "much" difficulty were relatively high.

"Training members in judging" is a similar job. It was performed by only one-fifth of the junior and two-fifths of the adult leaders. However, of those who had trained members for judging, almost one-fourth reported "much" difficulty.

Distributing responsibility among and obtaining the help of members, officers, other leaders, and parents was third in difficulty for the adult men leaders. Women leaders had slightly less difficulty than the men with this job which was performed by fewer junior leaders than adults.

Of the 522 leaders or co-leaders in general charge of the clubs, 144 performed all of the 5 most difficult jobs. The numbers reporting various degrees of difficulty are presented in table 4.

Following these five, the jobs that the largest numbers of adult leaders performed with "much" difficulty were:

Attending leader-training meetings.

Arranging transportation for members to meetings, special events, county-wide activities, etc.

Table 4.--Relative difficulty of 5 jobs for 144 leaders who performed all 5

Job	Number reporting difficulty with jobs as		
	"Much"	"Some"	"Little or none"
Developing community and parental cooperation...	50	45	49
Training members in judging.....	46	54	44
Dividing responsibility and obtaining help of members, officers, parents, etc.....	43	58	43
Training members in demonstration work.....	38	65	41
Helping members complete project records.....	31	71	42

The degree of difficulty reported by adult leaders with all the jobs is presented in figure 1. Similar data for junior leaders are given in figure 2.

Six jobs were performed with "little or no" difficulty by more than 45 percent of the adult leaders. They were:

Arranging details, attending, and guiding local parties, picnics, socials, etc.

Giving project instruction and assistance by visiting members' homes.

Organizing or reorganizing the club.

Helping members select their projects.

Planning regular meetings of the club.

Enrolling members.

CAN LEADERS' DIFFICULTIES BE DECREASED?

"Helping members complete project records," unlike the other four difficult jobs, was performed by almost as high a percentage of the junior leaders as of the adult leaders. The difficulty encountered by adult leaders might be reduced if special training were given to junior leaders enabling them to assume a larger share of this responsibility. The difficulty leaders reported with project records was somewhat less in Minnesota and Missouri than in Kansas and Wisconsin. In Minnesota

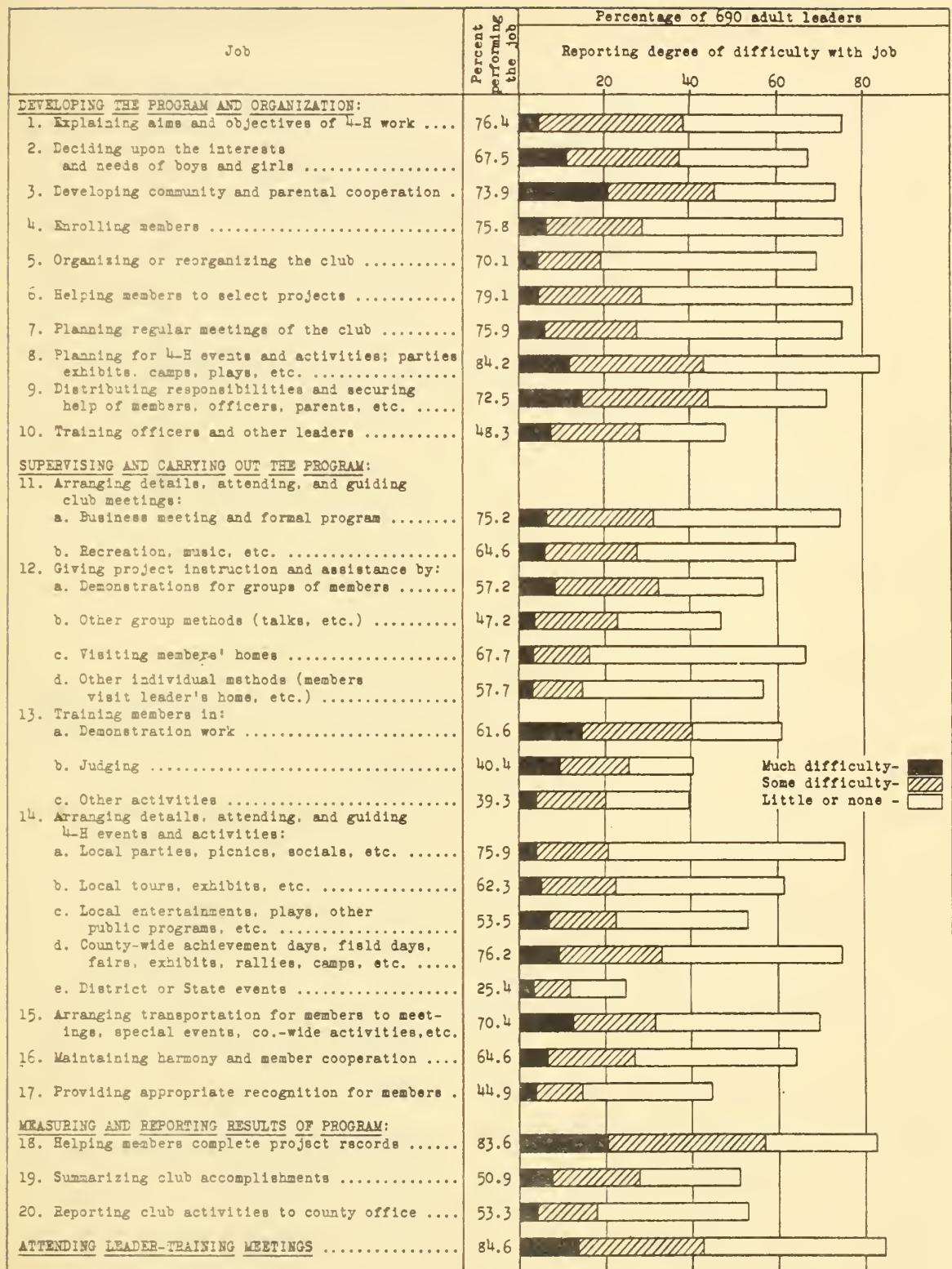


Figure 1.--Performance of various 4-H leadership jobs and degree of difficulty of each as reported by 690 adult local leaders - 1938

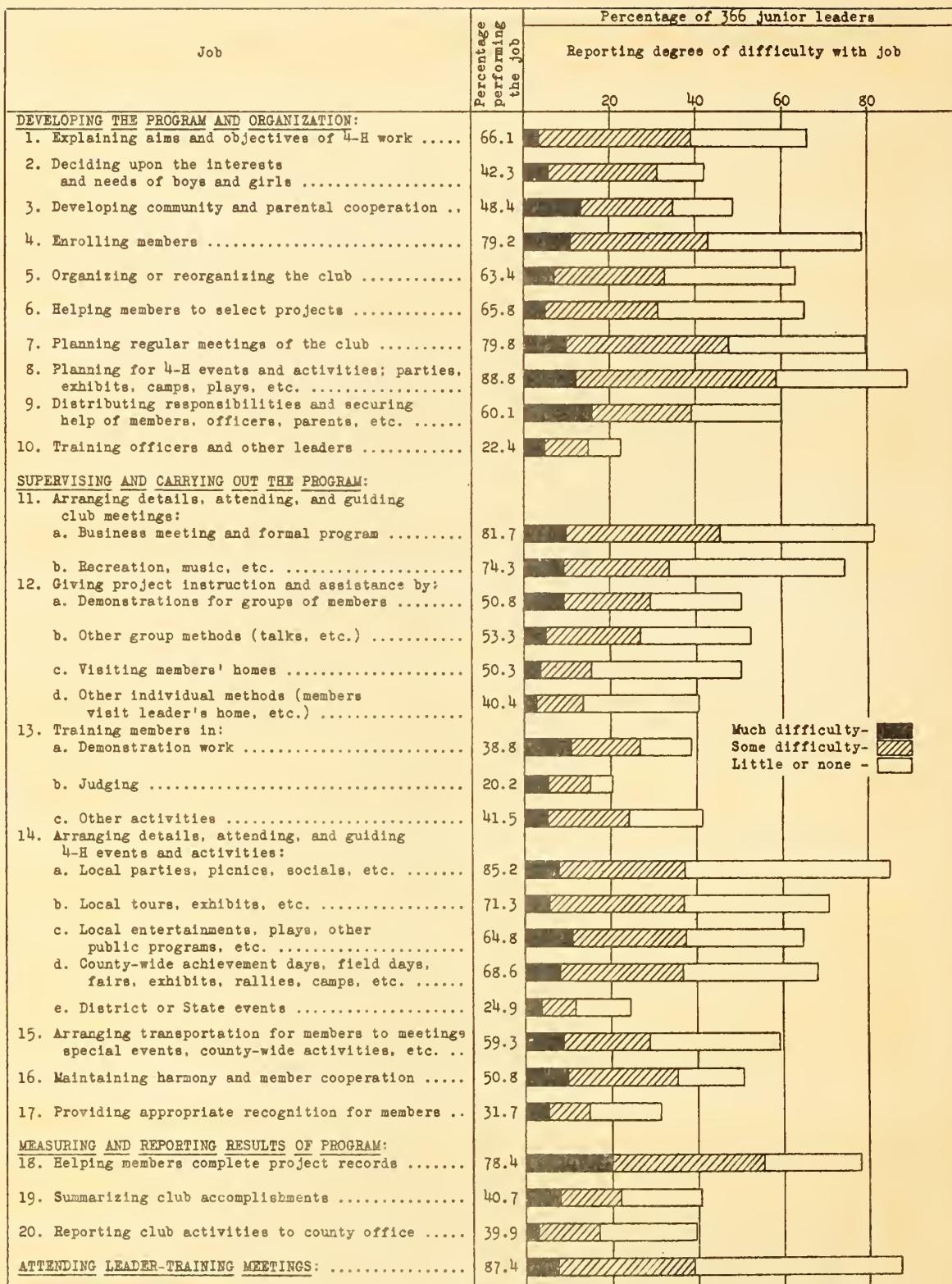


Figure 2.--Performance of various 4-H leadership jobs and degree of difficulty of each as reported by 366 junior local leaders - 1938

and Missouri, the records that club members are expected to keep of their project work are more simple than in the other two States.

The two similar jobs of training members in judging and in demonstration work were performed by more of the leaders in Missouri, where project work is emphasized, than by those in the other States. Leaders who performed these jobs were devoting more time to 4-H work and attending more leader-training meetings than other leaders. However, added years of experience or more frequent attendance at training meetings do not seem to make them less difficult. The competitive aspects of these activities tend to set high standards of accomplishment, with success sometimes erroneously measured by the awards won.

"Developing community and parental cooperation" was more difficult for experienced than for beginning leaders. Good leaders report less difficulty than poor leaders. The task of dividing responsibility among and obtaining the help of members, officers, other leaders, and parents is more difficult for men leaders than for women leaders. Clarification of what division of responsibility is desirable, particularly what should be expected of parents, would assist leaders in solving these problems.

EFFECTIVE LEADERSHIP TAKES TIME

In 1938, the average number of hours devoted to 4-H leadership work by the 1,056 leaders studied was 134. In Kansas, Wisconsin, and Minnesota, adult leaders average 146 hours and junior leaders 131 hours. Considering only leaders and co-leaders in general charge of the 4-H Clubs, the averages by States were: Missouri, 113 hours; Wisconsin, 133 hours; Minnesota, 148 hours; and Kansas, 194 hours.

There was a wide variation in the amount of time devoted to 4-H leadership. A very small percentage of those designated as leaders had not functioned at all and, therefore, were omitted from the study. Of the 521^{4/} leaders and co-leaders, 20 had spent less than 30 hours on 4-H leadership and 36 had spent 300 or more hours. These extremes tend to make averages (arithmetic means) misleading. To give a better idea of the time devoted by a typical leader, medians as well as arithmetic means are presented in table 5.

The total amount of time devoted to leadership is an important factor in the effectiveness of 4-H leadership (table 5). Leaders devoting 110 hours or more a year to 4-H work in 1938 were more successful according to ratings by extension agents^{5/}, and the clubs they led had

^{4/} One failed to report time devoted to 4-H work.

^{5/} The agent's rating of a leader's success was determined by having the county extension agents rate the leaders working under their supervision on three scales. Each scale had 11 points that were scored from 0 to 10. The highest possible rating was 30 points, 10 each for maximum success in (1) teaching agricultural or home-economics subject matter, (2) building character and cultural standards, and (3) performing 4-H organization functions. The average score for the 522 leaders and co-leaders was 19.1.

higher percentages of completions and reenrollment than leaders devoting less than 110 hours to 4-H work. Additional time devoted to leadership tends to increase the effectiveness of the work done. However, the study of qualifications of leaders indicated that those who had adequate time available when selected gave only slightly more time to 4-H leadership than those who were "busy" when selected. The amount of time devoted to 4-H work, not the amount available, is the factor that is related to success.

Table 5.--Time devoted in 1938 to various phases of 4-H leadership by 521 leaders and co-leaders in general charge of 412 4-H Clubs studied.

Phase of leadership activity	Median hours (All leaders)	Leaders devoting time	
		Per-centage	Mean hours for leaders reporting time on item
Developing the program and organization.....	8	94.4	14
Preparing for and attending club meetings.....	36	99.0	40
Assisting members individually outside of club meetings with project, judging, and demonstration work, visiting homes, etc....	12	90.8	24
Planning, conducting, and attending local 4-H activities and events...	12	87.3	21
Planning, conducting, and attending county, district, and State events	16	86.4	30
Measuring and reporting progress and results of program.....	4	76.6	9
Participation in leader meetings and other leader-training activities..	12	86.4	21
Total.....	122	100.0	145

Table 6.--Total hours devoted to 4-H work in 1938 in relation to success of leaders (521 leaders and co-leaders - 1938)

Hours devoted to 4-H leadership	Number of leaders	Agents' rating of success	Percentage* completions	Percentage* reenrollment
0 - 69	97	17.4	81.4	61.9
70 - 109	136	18.2	81.9	56.4
110 - 149	93	18.9	85.4	66.5
150 - 189	84	19.5	87.4	64.5
190 or more.....	111	21.6	89.6	71.2

* For the 428 leaders that agent reported were responsible for success or failure of the club.

The phase of 4-H leadership that takes the largest amount of time is preparing for and attending club meetings. The variation among leaders and co-leaders in time devoted to this phase is less than in any of the other six phases studied. Fifty-three percent devoted from 25 to 50 hours to club meetings. The average of 40 hours per leader is 28 percent of the total time devoted to 4-H leadership. In Kansas, Minnesota, and Wisconsin, approximately 25 percent of the total time was devoted to club meetings, but in Missouri the same average amount (40 hours) was 35 percent of the total.

Second phase in amount of time consumed is preparing for, attending, and assisting with county, district, and State events. The variation is great in this phase, 14 percent of the leaders having devoted no time to it and 15 percent having devoted 50 hours or more. Twenty-seven percent of the leaders had devoted from 15 to 30 hours. The average of 26 hours is 18 percent of the total time devoted to 4-H leadership. In Kansas the average of 40 hours spent on these events is 21 percent of the total time while in Minnesota the average of 23 hours is 15 percent.

Activities consuming approximately the same amount of leaders' time are:

Assisting members individually outside of club meetings with project, judging and demonstration work, visiting homes, etc.

Planning, conducting, and attending local 4-H activities and events.

Attending leader-training meetings.

There is considerable variation among leaders in the amount of time devoted to these activities, 10 to 20 hours being devoted to these three jobs by 38, 34, and 30 percent of the leaders respectively. The average of about 18 to 22 hours on each of these activities is 12 or 15 percent of the total time. Unlike the other three States, Minnesota leaders devoted more time to assisting members individually and to local activities and events than to county, district, and State activities and events.

Less than 10 percent of the total time of leaders and co-leaders was devoted to the other two phases, developing the program and organization and measuring progress and results.

The job of the typical leader or co-leader of a 4-H Club might be summarized as follows:

Getting the club under way, enrolling members
and helping them select projects, planning
the year's program, and developing support
and cooperation..... 12 hours

Preparing for, attending, and guiding the regular monthly club meeting.....	12 evenings (3 to 3½ hours each)
Helping members individually, visiting their homes, training them for demonstration and judging work.....	20 hours
Preparing for, attending, and guiding special events in the local community, such as parties, picnics, tours, exhibits, achievement days, and programs for parents.....	3 to 5 events (4 to 6 hours each)
Preparing for and attending county (or State) events such as rally, fair, and achievement day.....	3 days
Helping to determine results by helping with project records and summarizing club accomplishments.....	6 hours
Attending leader-training meetings.....	4 to 6 evenings, or 2 to 3 days.

SEVERAL METHODS ARE USED IN TRAINING LEADERS

The extension staff assists or trains leaders by several methods. The major ones may be grouped as: (1) Personal contacts with county extension agents; (2) letters from county extension workers; (3) extension bulletins (printed and mimeographed); (4) periodicals or news letters; (5) leaders' meetings.

The three principal types of contacts between volunteer leader and county extension agents that have training value for the leader are: Club meetings, visits of the agent to the leader's home, and visits of the leader to the agent's office. All but one-seventh of the leaders had received assistance from the agent when both attended the meetings of the local 4-H Club (figure 3). On these occasions, which typically occur 4 or 5 times a year, the agent has an opportunity to demonstrate desirable methods of assisting the 4-H Club that the leader can use at the meetings which the agent does not attend. In the four States studied the average 4-H Club holds 8 meetings a year without an agent in attendance.

Agents contacted two-thirds of the leaders an average of three times a year by visiting them at their homes. Such visits provide the opportunity for a discussion of local situations and for special individualized assistance. This method was used frequently by the summer club agents in Minnesota where all but one-fifth of the leaders had received an average of four visits.

The fact that three-fourths of the leaders visited the agent's office an average of 7 times a year is evidence of their interest in 4-H work and their desire to do a good job. In Kansas, all but one-seventh of the leaders made such visits on the average of once a month.

The typical leader had received 27 letters from the county agent. Twenty-four of them were circular letters and 3 were personal. More than a third had not received any personal letters. Some leaders in answering the question, "How many circular letters have you received?" first replied "Plenty," or "Too many," and found it difficult to change the first answer to an estimated number.

Almost all the leaders had received and used printed 4-H bulletins or mimeographed publications. Two or three of these dealt with the objectives, organization, and methods used in 4-H Club work. Leaders reported using an average of seven project or subject-matter bulletins. These are used in activities such as assisting members with their project, judging, and demonstration work, and in preparing for instruction periods at club meetings.

Different plans in the States and counties resulted in approximately half the leaders studied receiving a county news letter, half receiving a publication from the State 4-H office, and three-fifths receiving the National 4-H Club News. The State and national publications went to a larger percentage of the adult than of the junior leaders.

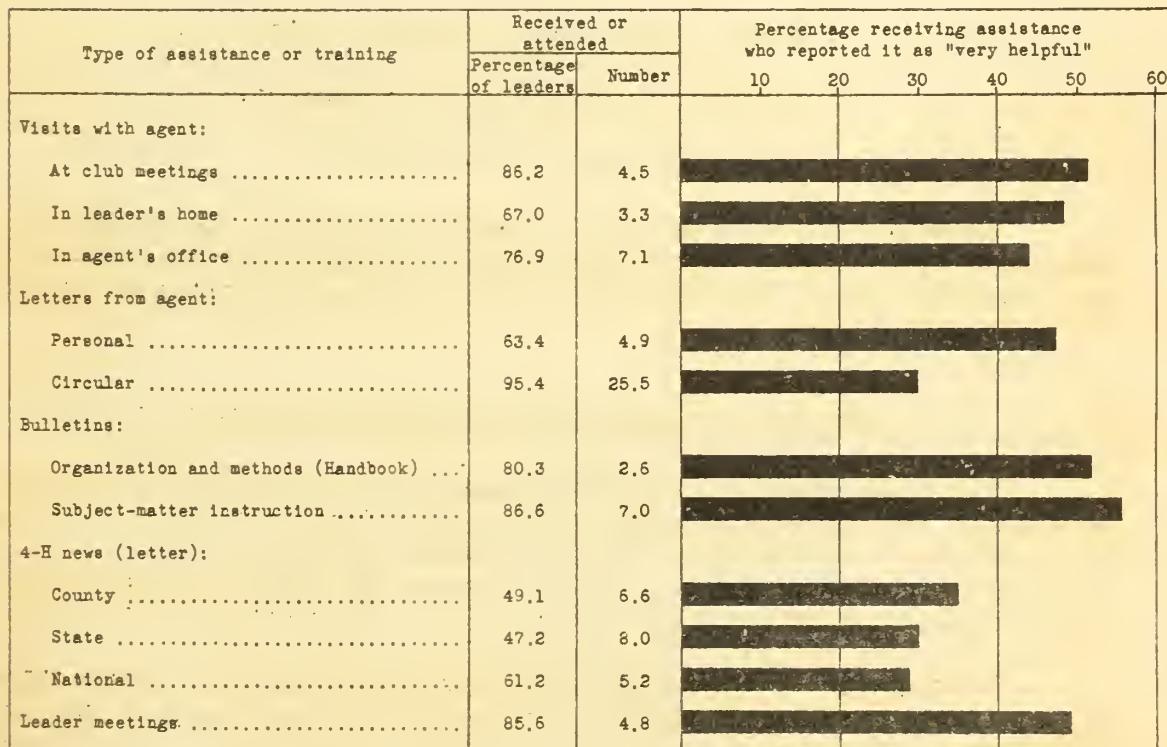


Figure 3.--Training local 4-H leaders (690 adult and 366 junior leaders - 1938)

Most of the leaders' meetings attended were on a county-wide basis. All but one-fifth of the leaders had attended an average of 4 of these county meetings in 1938. One leader in 6 had attended a State-wide meeting, and 1 in 10 had attended a meeting involving leaders from several counties. Meetings for leaders from only part of a county had been attended by one-fifth of the leaders. Average annual attendance at leaders' meetings within the county ranged for adult leaders from 4.5 in Kansas where many counties have leaders' associations that hold regular monthly meetings to 2.7 in Missouri where most counties call meetings only when special assistance from the State extension service is available.

LEADERS PLACE HIGH VALUE ON SEVEN TYPES OF ASSISTANCE

"Very helpful" was the rating given by approximately half the leaders that had received training and assistance by each of seven different methods. (figure 3). These methods are:

Subject-matter (project) bulletins.

Organization and methods bulletins
(leader's handbook, etc.)

Contacts with agent at club meetings.

Leaders' meetings.

Visits with agents in leader's home.

Personal letters from the agent.

Visits to the agent's office.

County "news letters" were rated "very helpful" by 35 percent. The State and national publications for 4-H leaders and circular letters were reported "very helpful" by 30, 29, and 30 percent respectively, of those receiving them.

SUCCESSFUL LEADERS ATTEND TRAINING MEETINGS

For those leaders or co-leaders who had not attended a leaders' meeting in 1938, the percentage of completions in the clubs they led was 74 compared with 90 percent for clubs under the leadership of those who attended 5 or more meetings. The percentage of members in 1938 who enrolled again in 1939 was 54 percent and 69 percent respectively (table 7).

Percentages of completion and reenrollment and the agents rating of a leader's success all support the conclusion that leaders become more effective as they attend additional leaders' meetings up to approximately six a year. The differences between leaders who attended five, six, or seven meetings and those who attended 8 or more are not significant.

Table 7.--Leader-training meetings attended in 1938 in relation to success of leaders (518 leaders and co-leaders - 1938)

Number of leader-training meetings attended	Number of leaders	Agents' rating of success	Percentage* completions	Percentage* reenrollment
None.....	49	16.5	74.0	54.3
1 or 2.....	131	18.0	80.6	58.9
3 or 4.....	111	18.5	81.9	62.2
5 to 7.....	128	20.8	90.5	68.6
8 or more.....	99	20.4	90.1	69.5

* For the 428 leaders reported by agents as responsible for success or failure of the club.

Leaders prefer talks accompanied by a demonstration to any of the other common methods of presentation used in leaders' meetings (figure 4). Seeing materials and the performance of skills is helpful to leaders who expect to pass the information on to the members of their clubs. The demonstration serves not only as a means of imparting the necessary knowledges and skills to leaders but can itself be a demonstration for the leaders of a desirable method to use in the 4-H Club meeting.

Four other methods were given high ratings by local leaders:

Illustrated talk.

Project work period.

Informal visiting with other leaders.

Discussion period.

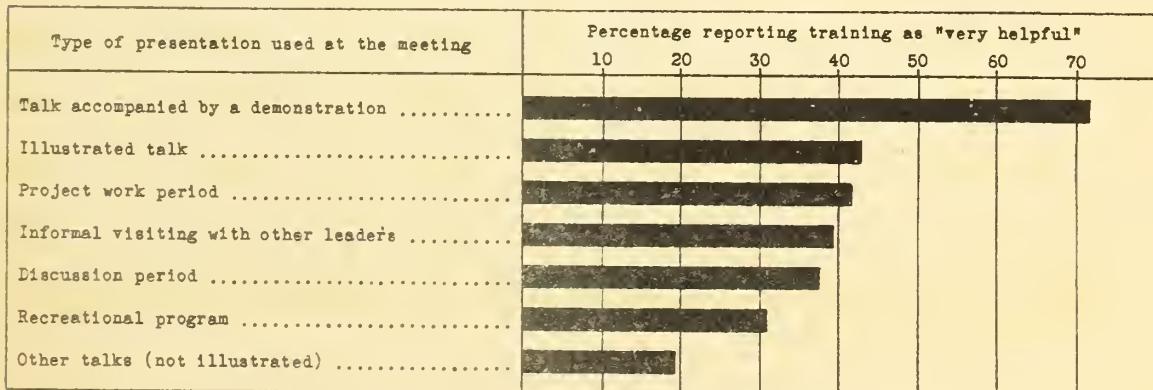


Figure 4.--Helpfulness of various types of presentation used at 4-H leader-training meetings (690 adult and 366 junior leaders - 1938)

The project work period or laboratory method where each person makes an article or performs a skill is used more with home-economics than with agricultural subject matter. Women leaders found it more helpful than men. Informal visiting with other leaders was given a higher rating by the adult than by the junior leaders. The juniors with an average of 6 years as 4-H members have greater familiarity with methods of adapting the 4-H program to local community needs than do many adult leaders.

LEADERS SOLVE 4-H PROBLEMS CORRECTLY

The 1,056 leaders studied were asked to select the best and poorest of five possible solutions for each of 6 typical 4-H problems. The problems involved an application of 4-H objectives to everyday situations. The 6 solutions chosen as best by the largest number of the volunteer leaders were the same as the 6 chosen as best by State and Federal leaders. Of the six solutions chosen as poorest by the largest number of volunteer leaders, only one was not also chosen as poorest by State and Federal leaders. This agreement tends to indicate the effectiveness of the leader-training program.

There is a slight tendency for leaders who have the best understanding of 4-H objectives and can apply it to everyday problems to be most successful (table 8). Leaders' scores on the solutions of problems increased with more frequent attendance at leader-training meetings. Scores also increased with the number of years of experience as 4-H leaders.

Table 8.--Scores for solutions of 4-H problems in relation to success of leaders (520 leaders and co-leaders - 1938)

Score (10 points for each problem solved correctly)	Number of leaders	Agents' rating of success	Percentage* completions	Percentage* reenrollment
19 or less.....	85	17.6	83.6	62.7
20 - 29.....	96	18.2	82.5	59.7
30 - 39.....	139	19.4	87.1	64.7
40 - 49.....	139	19.7	88.1	68.0
50 - 60.....	61	20.6	83.6	66.6

* For the 428 leaders reported by agents as responsible for success or failure of the club.

EXPERIENCED LEADERS ARE MOST SUCCESSFUL

Actual experience as a 4-H leader is a type of leadership training. Leaders with several years of experience not only made higher scores in solving 4-H problems but are more successful in their work as measured by agents' rating of success and percentages of completion and reenrollment.

A comparison of leaders who served for the first time in 1938 with those who had 6 years or more of experience as leaders shows that the percentage of completions in the clubs they led was 83 and 92 respectively. Only 59 percent of the 1938 members under first-year leadership enrolled again in 1939, compared with 74 percent of those under leaders with experience of 6 years or more. Each added year of experience tends to give better results (table 9).

Table 9.--Years of 4-H leadership in relation to success of leaders
(521 leaders and co-leaders - 1938)

Years of leadership	Number of leaders	Agents' rating of success	Percentage* completions	Percentage* reenrollment
1	170	18.0	82.5	59.1
2.....	90	18.8	82.7	63.9
3.....	92	19.1	87.8	65.6
4 - 5.....	86	19.7	85.8	64.2
6 or more....	83	21.0	91.7	74.2

* For the 428 leaders reported by agents as responsible for the success or failure of the club.

First-year leaders, presumably most in need of assistance and training, attended fewer leader-training meetings than more experienced leaders. They also gave less time to 4-H leadership and had fewer contacts with extension agents. Agents visited the homes of first-year leaders an average of 2.1 times in 1938 compared with an average of 2.8 visits to homes of leaders who had served 3 years or longer. Visits with the agent at local club meetings averaged 3.6 and 3.5 respectively for the two groups. First-year leaders made an average of 5.4 visits to the agent's office as compared with an average of 8.0 visits for leaders with 3 years or more of experience.

SOME QUALIFICATIONS ARE "ESSENTIAL"

Of the 23 qualifications studied, analysis based upon agents' rating of leaders' success, percentage of completions, and percentage of reenrollment, indicates that the 23 qualifications might be divided into

3 groups. Four qualifications are termed "dynamic," 8 are termed "essential," and 11 are put in a group that should be studied further before conclusions are made in regard to their importance. The county extension agents indicated the qualifications of leaders by checking each of the 23 qualifications which each leader possessed.

Each of the 8 "essential" qualifications was possessed by more than three-fourths of the leaders and co-leaders. In fact, 273 of the 522 possessed all 8 of these qualities. Persons who do not possess these qualifications are not likely to be successful as 4-H leaders. However, many persons who possess these qualities have less than average success in 4-H leadership. The analysis indicated that another type of quality, the "dynamic" ones, tend to determine the effectiveness of 4-H leaders. The 8 "essential" qualifications may be considered as a necessary foundation, but in themselves they are not enough. They are:

Liked and respected by parents and community.

Sincere liking for boys and girls.

Strict standard for sportsmanship and honesty.

Enthusiastic about 4-H Club work.

Liked by the boys and girls.

Unselfish - enjoys working with others.

Good cooperator - works well with others.

Interested in better community and rural life.

"DYNAMIC" QUALITIES TEND TO DETERMINE SUCCESS

The four qualifications classed as "dynamic" should not be considered as a complete list of those that tend to determine the degree of a leader's success. They are the ones included in this study which, when different types of analysis were made, consistently showed leaders possessing them to be more successful than leaders who did not possess them.

Each of the four "dynamic" qualifications was possessed by about half of the leaders. Leaders possessing each quality were, as a group, more successful, as rated by the agents, than were other leaders. Their clubs averaged higher percentages of completions and reenrollment than those of leaders who did not possess the qualification. The four "dynamic" qualifications are:

Plans work ahead.

Knows subject matter to be taught.

3. Perseverance - slow to give up.

4. Gets others to help and assume responsibility.

Leaders who did not possess the "essential" qualities seldom possessed the "dynamic" qualities. Many leaders who did possess the "essential" qualities did not have the "dynamic" ones. Persons possessing both the "essential" and "dynamic" qualifications were the most successful as 4-H leaders (table 10).

Table 10.--Qualifications of leaders and co-leaders in relation to success of leaders

Group*	Average number of qualifications possessed			Agents' rating of success	Percentage completions	Percentage reenrollments
	Of the 8 "essential"	Of the 4 "dynamic"	Of the 11 "others"			
A	5.1	1.5	5.8	17.2	78.4	57.3
B	7.8	1.5	5.8	19.1	81.7	58.3
C	7.8	3.5	5.8	21.6	95.8	75.3

* Each group included 35 leaders or co-leaders in charge of 4-H Clubs whom the agent checked as responsible for the success or failure of the club. Group "A" included only leaders who had 6 or less of the 8 "essential" qualifications and 0 to 4 of the 4 "dynamic" qualifications. Group "E" included only leaders who had 7 or 8 of the 8 "essential" qualifications and 0 to 2 of the 4 "dynamic" qualifications. Group "C" included only leaders who had 7 or 8 of the 8 "essential" qualifications and 3 or 4 of the 4 "dynamic" qualifications. The groups were selected by "pairing" so that all 3 had the same average number of the 11 "other" qualities and the same number of leaders from each of the 4 States. Groups "A" and "B" were paired so that they had the same average number of "dynamic" qualities, and groups "B" and "C" were paired so that they had the same average number of "essential" qualities.

4-H LEADERSHIP BRINGS MANY SATISFACTIONS

Helping youth, or "the satisfaction of service to boys and girls," was reported by adult leaders to be their most important reward for the time and effort devoted to 4-H Club work. Almost three-fourths of them reported receiving "much" satisfaction from this type of service (figure 5).

"Opportunity to meet people" was the source of greatest satisfaction for junior leaders and second for adults.

A natural and commendable desire on the part of most people is to be a leader in some worth-while activity. Appreciation of the opportunity that 4-H work has presented for the fulfillment of this desire is indicated by the fact that the second greatest satisfaction for junior leaders and third for adult leaders is "Opportunity for personal growth through leadership experience."

Other sources of "much" satisfaction to 40 percent or more of the adult leaders are:

Appreciation expressed by members, parents, agents, etc.
The satisfaction of service to the community.

Personal help or economic gain through information that has been useful on the farm, in the home, or to the family.

The satisfactions received by junior leaders are quite different from those of adult leaders. Service to boys and girls and service to the community which are rated first and fifth respectively among the nine sources of satisfaction by the adult leaders are rated sixth and eighth by junior leaders. They receive more satisfaction from the personal opportunities of meeting people, of attending events, and of receiving public recognition than do the adult leaders (figure 5).

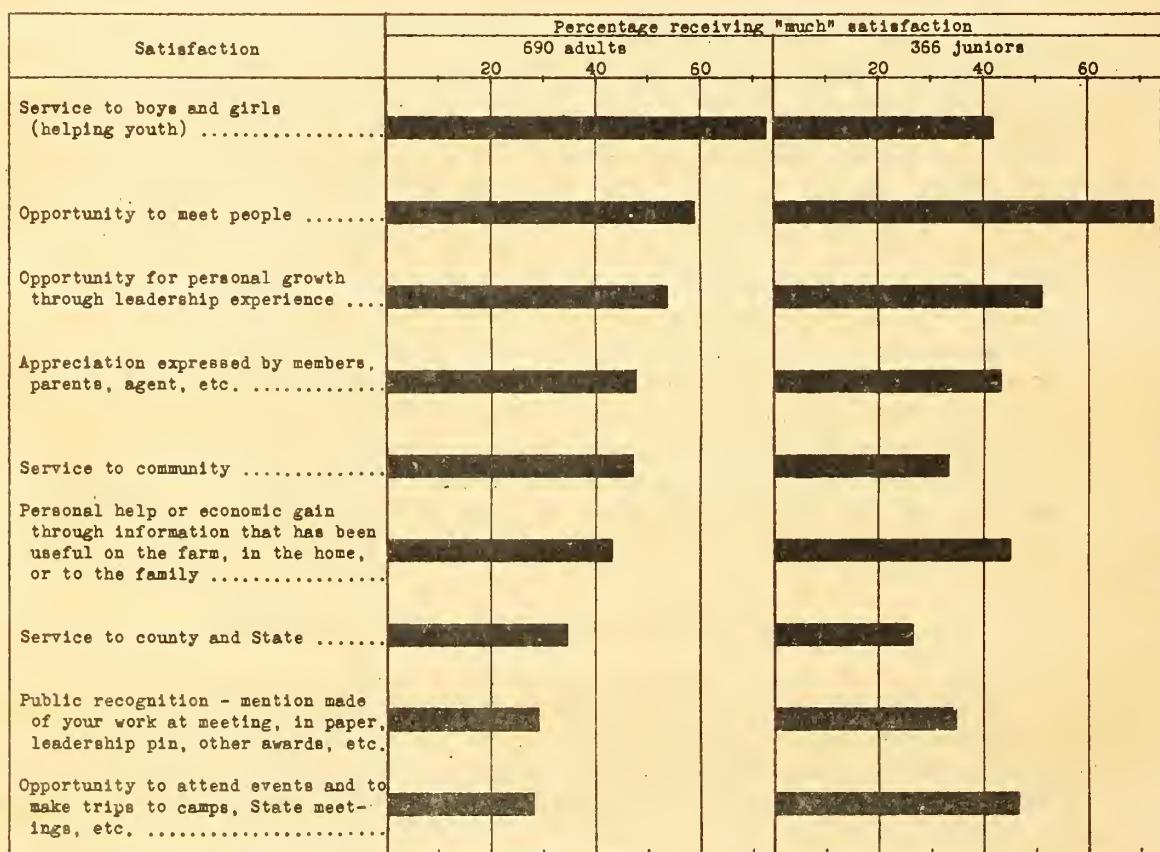


Figure 5.--Satisfactions of 4-H leadership (690 adult and 366 junior leaders - 1938)

The best leaders tend to receive more satisfaction from eight of the nine sources of satisfaction than do poor leaders. The exception is the satisfaction of receiving "personal help." Assisting leaders in doing a good job should result in their receiving greater satisfaction.

As continued effective leadership depends in part upon satisfactions commensurate with the effort expended, the county extension agent should try to increase the satisfactions that leaders receive.

SUMMARY AND CONCLUSIONS

The 1,056 volunteer leaders who furnished information regarding their 1938 4-H work represent a cross section of the 19,662 leaders who assisted with 4-H work in the 4 States in 1938. Those studied included 701 women leaders and 355 men; 690 adult leaders and 366 junior leaders; 522 local leaders and 534 assistant leaders.

These leaders guided the activities of 412 local 4-H Clubs. The clubs, of which 66 were in Kansas, 102 in Minnesota, and 122 in Wisconsin, were largely community clubs. They included both boys and girls in their memberships; usually met once a month in the evening; and averaged 21.1 members, 22 adult leaders, and 1.6 junior leaders. The 122 clubs in Missouri were largely project clubs with all the members enrolled for the same project, such as sheep or clothing. The clubs had various plans for meetings both in regard to time of day and frequency throughout the year but averaged 11.3 meetings a year. The average membership was 10.3 and the number of leaders was 1.7. None of the 157 Missouri leaders studied were designated by the State as junior leaders, but for purpose of the study, 10 of them who were under 20 years of age were so considered.

Data on the 412 clubs indicate that percentage of completions and percentage of reenrollments are higher in clubs in which the adult leaders are assisted by 2 or more junior leaders. The enthusiasm and assistance of junior leaders when added to the judgment of adult leaders tend to strengthen 4-H Clubs.

Adult leaders are largely farmers and farm homemakers. Junior leaders are mostly high-school students or young people helping on the home farm or in the farm home. Slightly more than half of the adult leaders are 35 to 54 years of age, and approximately the same number have children of their own in 4-H Club work. About half of the leaders have completed high school. A fourth of all the leaders have some college training. As a group they tend to have a somewhat better socioeconomic status than the average in their communities.

Leaders belong to an average of 3.6 organizations, and about half of them hold positions of leadership in one or more of these organizations. They are particularly active in church work. They tend to assume additional leadership in other organizations after becoming 4-H leaders.

Of the 31 leadership jobs studied, 16 were performed by 65 percent or more of the leaders. The average amount of time devoted to 4-H leadership in 1938 was 134 hours, an average of 11 hours each month of the year. Increasing the time devoted to club work by leaders tends to result in more successful 4-H work. Because of the large number of jobs the leaders are asked to perform, they should have assistance in budgeting available time among various activities.

The leadership jobs that the leaders who performed them reported as the most difficult are:

Developing community and parental cooperation.

Helping members complete project records.

Training members to judge.

Training members in demonstration work.

Distributing responsibilities among other people (members, officers, leaders, parents, etc.) and obtaining their help.

The jobs with which leaders had the least difficulty are:

Arranging details, attending, and guiding local 4-H parties, picnics, socials, etc.

Giving project instruction and assistance by visiting members' homes.

Organizing or reorganizing the club.

As leaders do not find it difficult to visit members' homes, they should be encouraged to increase this activity as home and farm visits are valuable in solving problems encountered in two of the most difficult jobs: Developing parental and community cooperation; and distribution of responsibility and obtaining help from members, officers, other leaders, and parents. The difficulty of getting parents to cooperate and of dividing responsibilities among and obtaining help of others may be further reduced by clarification of what is expected of the parents of 4-H members.

The difficulty with "Helping members to complete project records" was less in Minnesota and Missouri which have relatively simple project records. This suggests that a simple record containing only the information needed by the 4-H member to record and analyze his project work adequately would reduce this difficulty of local leaders.

Much of the difficulty reported in training members in judging and demonstration work might be eliminated if more help were given by extension agents and specialists. As far as extension time and staff

permit, the agents and specialists should work directly with the 4-H members as well as giving leaders adequate training for developing members in judging and demonstration work.

Leaders had received training not only by attending leaders meetings but by several other methods. More than two-thirds had been helped by 7 of the 11 methods studied. The methods which were rated "very helpful" by the highest percentages of those receiving them are:

Printed or mimeographed subject-matter instruction material (project bulletins, etc.).

Printed or mimeographed material on 4-H organization and methods (leader's handbooks, etc.).

Visits with agents at club meetings.

Leader-training meetings.

Visits with agents at the leader's home.

Personal letters from the agent.

Visits with the agent in his office.

The county news letter was rated as more helpful than State news sheets and in turn these were rated higher than the National 4-H Club News. The high average of two circular letters per month that leaders received and did not rate highly in helpfulness, suggests that county 4-H news letters might be encouraged as a means of replacing many of the circular letters, or that circular letters need to be improved.

Leaders attended an average of four leader-training meetings. The success of 4-H Club work done by leaders increases as they attend additional training meetings up to approximately six. Talks accompanied by demonstrations constitute the most effective method of presentation used at training meetings. Other effective methods are: Illustrated talks, project work period, and discussion period. Leaders felt that informal visiting with other leaders was an important aspect of these meetings.

An indication of the effectiveness of the leader-training program is the agreement of local leaders with State and national leaders in their solution of typical 4-H problems. The section of the questionnaire entitled, "How Would You Solve the Following 4-H Club Problems?" provided for a multiple-choice type of response and has proved valuable in promoting discussion and developing among leaders a better understanding of 4-H objectives and ideals.

Those with several years of 4-H leadership experience are carrying out their work more successfully than new leaders, as measured by

agents' rating of their work, percentage of completions, and percentage of reenrollments. This indicates that measures to secure the continued service of experienced leaders should be initiated and that first-year leaders should be given special training.

The study of the qualifications of leaders indicates that there were certain qualifications that were possessed by almost all the leaders and that the few leaders who did not have these qualifications were seldom successful. These "essential" qualifications are:

Liked and respected by parents and community.

Sincere liking for boys and girls.

Strict standard for sportsmanship and honesty.

Enthusiastic about 4-H Club work.

Liked by the boys and girls.

Unselfish - enjoys working with others.

Good cooperator - works well with others.

Interested in better community and rural life.

However, many leaders possessing these qualifications are not successful, indicating that in themselves, the "essential" qualifications are not enough.

Other qualifications possessed by fewer leaders were the ones that tended to determine the degree of success leaders achieved in conducting 4-H Club work. These "dynamic" qualifications are:

Plans work ahead.

Perseverance - slow to give up.

Knows subject matter to be taught.

Gets others to help and assume responsibility.

Leaders receive many satisfactions from the time and effort devoted to 4-H work. Adult leaders receive the most satisfaction from:

Service to boys and girls.

They also rate highly satisfaction from:

Opportunity to meet people.

Opportunity for personal growth through leadership experience.

Appreciation expressed by members, parents, agent, etc.

Service to my community.

Personal help or economic gain through information that has been useful on the farm, in the home, or to the family.

Junior leaders report the greatest satisfaction from:

Opportunity to meet people.

Opportunity for personal growth through leadership experience.

Opportunity to attend events and make trips.

Personal help or economic gain.

Appreciation expressed by members, parents, agents, etc.

They do not rate as highly as do adult leaders the satisfaction of service to others.

The development of leadership in older 4-H members may well include more emphasis on the satisfactions of service instead of personal satisfactions. In fact, the importance of the service that all leaders are rendering and should render to county, State, and Nation should receive added emphasis.

The high degree of satisfaction received from "opportunity for personal growth through leadership experience" indicates that 4-H leadership is a privilege that is appreciated by those serving in this capacity. Extension workers should emphasize and strive to increase the satisfaction that leaders receive.

Volunteer Leaders Are Essential to the 4-H Program

A Study of Local Leadership in 4-H Club Work
In Kansas, Minnesota, Missouri, and Wisconsin

Barnard Joy, M. H. Coe, T. A. Erickson,
T. T. Martin, Grace Rountree, R. A. Turner



Division of Field Studies and Training

UNITED STATES DEPARTMENT OF AGRICULTURE

EXTENSION SERVICE

M. L. WILSON, Director
REUBEN BRIGHAM, Assistant Director
WASHINGTON, D. C.